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ABSTRACT

In 1985-1986, the Leadership Development Project for Displaced Homemaker Education at the University of South Florida initiated a project to develop materials focusing on the staff development needs of coordinators of programs for displaced homemakers. The Developing a Curriculum (DACUM) workshop approach was used to formulate a tentative list of competencies for coordinators/directors of displaced homemakers programs. The list was reviewed, a working competency list was generated, and the list was verified through interviews with practitioners throughout the state. The finalized competency list covered skills needed in the following areas: communications (listening, counseling, demonstrating, writing, and speaking); recruitment (analyzing, referring, networking, and promoting); client services (instructing, counseling, disseminating, and developing); program management (writing, designing, presenting, administering, and coordinating); evaluation (monitoring, integrating, identifying, coordinating, and reporting); financial resources (recordkeeping, interpreting, advocating, researching, negotiating, and analyzing); supportive services (using, networking, coordinating, negotiating, and recruiting); staff development (selecting, supervising, evaluating, planning, networking, developing, and communicating); and professional development (demonstrating, promoting, leading, self-developing, and participating). (Appendixes include the questionnaire used during the practitioner interviews and the final prioritized list of the competencies.) (MN)

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DEVELOPMENT OF A RESOURCE/MANAGEMENT GUIDE FOR DISPLACED HOMEMAKER PERSONNEL

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BACKGROUND OF THE PROBLEM

Displaced homemakers are women whose principal job has been homemaking and who have lost their main source of income due to divorce, separation, widowhood, or the disability of a spouse.

Estimates of numbers of displaced homemakers nation-wide ranges from over two million to four million. These numbers have great variation due to the lack of specific definition and different databases. According to the U.S. Census data, the number of displaced homemakers rose twenty-eight percent from 1975 to 1985. At the same time the population of all U.S. women in the age group most representing displaced homemakers rose only ten percent.

CHARACTERISTICS OF DISPLACED HOMEMAKERS NATIONALLY

* Of the 2.2 million displaced homemakers in 1985, over one million were divorced, separated, or had an absent spouse. Rapid growth in this group (fifty-four percent) accounted for much of the increase in numbers of displaced homemakers from 1975 to 1985.

* Many displaced are living in or close to poverty. In 1984-85, nearly half of them had family incomes below $10,000 a year(1984 dollars). At least thirty percent of those in families of four or more were below the poverty level in 1984, compared with fifteen percent of all families at that time.

* A majority (sixty-one percent) of displaced homemakers had children living at home; for forty-five percent of the group, the youngest child at home was of school age. Families were generally small; nearly three-fifths of the displaced homemakers were in families of two or three people; slightly over one-fifth were in single-person families; another one-fifth were in families with four or more members.

A national study by Office of Technology Assessment concluded that by definition, all displaced homemakers have trouble finding satisfactory jobs (2). Half were employed, but at pay below the minimum wage or in a part-time job when they wanted a full-time job. Disproportionate numbers of Displaced Homemakers compared to other women workers were service workers in jobs as waitress, hotel maid, or nursing home aides. They were underrepresented in clerical, professional, technical, and administrative jobs.

* Women seeking services from displaced homemaker programs are a diverse group in age, education, and financial background. Different kinds of services are appropriate to meet the needs of different types of clients, especially rural women, long time recipients of welfare, minorities, widows and older women. The groups least served at present are minority and rural women.

* For all groups of displaced homemakers, a comprehensive program of services is desirable, particularly one which combines personal counseling with job readiness and skills training. A considerable number of displaced homemakers need remedial education in reading and math to qualify for training or good jobs.

* Many displaced homemakers cannot take advantage of the training and education open to them because of lack of income support. Most are not eligible for insurance, and few have income from other family members.

RATIONALE FOR THE PROJECT

Equity concepts promoted in the Carl D. Perkins Act of 1984 engendered a new emphasis in priority and funding for displaced homemaker programs within the states. As these new dollars became available to states, the potential for new and expanding programs increased.

In the Perkins Act, "homemaker" is defined as an adult who has worked as an adult, primarily without remuneration, to care for the home and family, and for that reason has diminished marketable skills. The purpose of funding in this act was to encourage and attract displaced homemakers into non-traditional technical educational skill training programs.

The populations of displaced homemakers/single parents served in Florida are considerable. In 1980, female-headed households represented 13.4% of Florida's families and were 41% of those living in poverty. There is no indication that these figures have decreased since then; in fact, statistics point to a continued increase in these categories. These figures represent approximately 600,000 to 800,000 of the state's population (5).

In the Statewide Needs Assessment in Vocational Education Focusing on Needs of Displaced Homemakers and Other Special Groups , the profile of the displaced homemaker emerges as 98.5% female, white, over 25 and interested in securing employing (4). Almost 56% are widowed, 44% divorced or separated, and 76% the main provider in the household. She needs assistance in finding a job and acquiring employability skills. She is uncertain and lacks confidence and information about available services.

Results of that study revealed the following preferences regarding the decision to enroll in education programs (4).

Factors affecting the decision to enroll were:

- enjoyability of course - 82.5%
- cost of tuition and books - 77.9%
- availability of desired training - 77.6%
- distance of travel - 75.7%
- financial help - 70.3%
- availability of transportation - 66.9%
- personal health - 66.2%
- length of program - 54.0%
- amount of homework - 47.5 %
- enrollment of friends - 33.8%

The important support services they desired were:

- a place to get information about services - 74.9%
- help in finding a job - 71.9%
- information on different jobs - 69.6%
- enrollment information - 64.6%
- help in learning employability skills - 63.5%
- information on money management and credit - 58.2%
- career counseling - 54.0%
- aid to the handicapped - 51.3%
- personal counseling - 44.5%
- child-care services - 35.7%

The types of classes most important to the displaced homemakers were:

- adult education classes - 79.1%
- classes lasting 2-6 weeks - 76.8%
- daytime classes - 72.6%
- job-training classes - 67.7%
- 1 -or- 2 day classes - 62.4%
- off-campus classes - 59.6%
- college-level classes - 52.1%
- evening classes - 33.5%
- Saturday classes - 32.7%

In response to the verified need for programs which serve the growing population of displaced homemakers and single heads of households, Florida has initiated a major thrust state-wide via individual projects conducted by school districts and community colleges. Florida's Carl D. Perkins funds have augmented the Division of Vocational and Adult Education to currently fund 55 projects state-wide. Since their inception a need has been generated for staff development and systematic program implementation activities.

The Leadership Development Project for Displaced Homemaker Education at the University of South Florida is exists to develop and deliver these services to vocational programs serving Displaced Homemakers throughout the state. The GOALS of this project are:

* to provide technical assistance in the form of staff development, program development and evaluation.
* to conduct research and collect program data.
* to identify and develop program resources.
* to foster communication, coordination and cooperation among projects.

DEVELOPMENT OF A COMPETENCY PLAN

During 1985-86, staff at the University of South Florida initiated efforts to respond to a recognized need to strengthen program management delivery for the displaced homemaker population by focusing on the staff development needs of program coordinators.

From a curriculum development workshop called a DACUM (Developing a Curriculum) Process, a tentative list of competencies for Displaced Homemakers Program coordinators/directors was developed. DACUM is an approach in which a group of occupational experts participate equally. The items (task statements) accepted are the experts' statements; individually and collectively. All statements must reflect observable skills or tasks that can be performed.

The occupational experts involved in this DACUM process were administrators and directors of Displaced Homemaker programs, representatives from Department of Education (DOE), and related field professionals. In addition, competencies were selected from the related professional studies and program guides. This extended list was reviewed by the University of South Florida (USF) advisory committee and LEA instructional staff. After the competencies were reviewed, the instructional staff generated a working competency list and verified this list with practitioners in the field through the use of an interview schedule. The questionnaire was administered via personal interviews resulting in 100% return from of the respondents.

The purpose of the DACUM process using this specialized sample was to gain consensus on essential competencies developed by administrators and directors of Displaced Homemaker programs as well as related professionals. The sample consisted of practitioners selected from the regions designated by the Department of Education as the area to be serviced by the University of South Florida. Appendix A contains the standard instructions used in the interview schedule and a copy of the questionnaire used.

The instrument used to collect the data lists competencies as behavioral desciptors required of program managers of Displaced Homemaker programs. It contained a two-point response frame: 1) the respondents agree the stated competency is essential or 2) the respondents disagree the stated competency is essential.

In order for acceptance of a competency as essential, 85% of the respondents must have rated it as essential. In the case of "borderline" competencies, the task force recommended acceptance or rejection based on a more detailed analysis of the target population and sub-group responses.

A final prioritized list of the competencies developed for staff development activities can be found in Appendix B.

OUTCOMES

Efforts to date by the University of South Forida yielded a DACUM competency plan for coordinators of Florida 's displaced homemaker programs. Recent input from Florida school districts and community college administrators has validated a perceived need for in-service workshops, program planning and management to assist the growing number of displaced homemakers and single parent programs state-wide.

From these efforts a resource guide containing a model training component for in-service workshops will be developed. The guide will be designed to: 1) enhance uniformity of procedures and practices where needed, 2) promote coherence to and understanding of policies and guidelines and 3) increase awareness and use of available resources. Proven practices from projects in Florida and from other states will be shared through the guide.

The model in-service training component will respond to the competencies identified as critical skills and knowledge for project staff in these areas. This competency-based training component is necessary to provide specific guidelines for on-going needs assessment of the defined target population. Installation of such a procedure will provide needed accountability data, enhance linkages, and strengthen outreach efforts. To the extent possible this activity will be designed to compliment the efforts of Florida's five-year comprehensive in-service plan which defines the needs of other target groups and outlines requirements and guidelines of Teacher Education Centers.

CONCLUSION

The further refinement, expansion and implementation of the DACUM plan for Florida programs serving displaced homemakers will provide for the development of a much needed management system, thereby enabling more continuity in these specific programs. It is intended that training participants will be offered the option of in-service credit as the performance-based training components are developed and delivered in accordance with a total in-service plan. Perhaps the greatest contribution, however, is in the area of staff development in the promotion and use of competency-based personnel training as an intregal and essential component of vocational education in Florida.

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4. Statewide Needs Assessment in and Other Special Groups Focusing on Needs of Displaced Homemaker Vocational Education. Ann Bromley, Sante Fe Commmunity College, 1980.

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APPENDIX A

A VOCATIONAL EDUCATION DISPLACED HOMEMAKER PROJECT COORDINATOR MUST BE ABLE TO:

	1	2	3	4	5	6	7	8
COMMUNICATIONS	Demonstrate accurate writing skills eg. news, grants, brochures	Demonstrate the ability to listen effectively	Speak effectively before groups on a given topic	Prepare bulletins to keep the staff informed	Counsel with staff on professional matters	Interface with community programs and agencies	Provide translation for limited English participants	Develop institutional support for DH programs
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
RECRUITMENT	Analyze the target population demographic data	Determine client eligibility	Present speeches and advertise the services	Develop media contact and prepare materials	Promote individual programs and job training	Establish a system for referrals	Use services of the advisory and other committees	
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
CLIENT SERVICES	Conduct intakes and assessments	Develop programs based on needs of special population	Provide guidance and counseling services for prof. growth	Disperse information and make appropriate referrals	Provide instruction for employability skills	Deliver Health, legal and financial information	Provide education for job training & skills	Provide job development and retention information
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
PROGRAM MANAGEMENT	Write grants, proposals & research the resources	Determine the client needs and write objectives	Design timeline for program implementation	Develop curricula & design instruction	Present seminars & provide programs that address needs	Establish & coordinate advisory committees	Establish, coordinate & monitor support groups	Administer follow-up activities
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
EVALUATION	Select/interpret evaluation instruments	Monitor achelvement of objectives	Integrate advisory committee recommedation	Indentify evaluative criteria staff/programs	Coordinate on-site reviews	Provide information for fiscal program audits	Prepare legal,technical contracts & documents	Interpret legal, and technical documents
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								

*1--Please circle A or D depending whether you AGREE or DISAGREE with the essentialness of the listed competencies.

*2--Prioitize the competencies in each category in which you circled A (Agree) using numbers 1-8, with 1 being most important.

A VOCATIONAL EDUCATION DISPLACED HOMEMAKER PROJECT COORDINATOR MUST BE ABLE TO: (cont.)

	1	2	3	4	5	6	7	8
FINANCIAL RESOURCES	Research/ negotiate funding sources	Initiate and coordinate fund raising	Adopt appropriate accounting system	Maintain records and audits	Advocate increased local staff & national aid	Interpret financial records & reports	Analyze operating costs	
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
SUPPORT SERVICES	Recruit, coordinate volunteer services	Coordinate & negotiate with local community agencies	Seek donated equipment, supplies & services	Utilize services of advisory/other committes	Utilize institutional support services	Negotiate for facilities	Establish community linkages (informal/ formal)	Establish business/industry linkages (informal/formal)
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
STAFF DEVELOPMENT	Plan/Conduct in-service training activities	Select, supervise, evaluate, staff and volunteers	Prepare, maintain personnel policies	Conduct meetings appropriately	Convey sense of positive regard for staff	Initiate development programs for staff	Network with similar programs	Develop cooperative decision-making skills
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								
PROFESSIONAL DEVELOPMENT	Demonstrate commitment to concept of equity	Attend workshops and seminars to remain current	Participate in professional organizations	Maintain ethical standards	Promote and maintain personal health	Demonstrate leadership skills	Maintain a good sense of humor	Maintain licensing requirements
*1	A D	A D	A D	A D	A D	A D	A D	A D
*2								

*1--Please circle A or D depending whether you AGREE or DISAGREE with the essentialness of the listed competencies.

*2--Prioritize the competencies in each category in which you circled A (Agree) using numbers 1-8, with 1 being most important.

List additional competencies you feel have been omitted:

APPENDIX B

COMMUNICATIONS:
1. Demonstrate the ability to listen effectively.
2. Develop institutional support for DH programs.
3. Counsel with staff on professional matters.
4. Demonstrate accurate writing skills.
5. Interface with community programs and agencies.
6. Speak effectively before groups on a given topic.
7. Prepare bulletins to keep the staff informed.

RECRUITMENT:
1. Analyze the target population demographic data.
2. Determine client eligibility.
3. Establish a system for referrals.
4. Use services of the advisory and other committees.
5. Present speeches and advertise the services.
6. Develop media contact and prepare materials.
7. Promote individual programs and job training.

CLIENT SERVICES:
1. Conduct intakes and assessments.
2. Provide guidance and counseling services.
3. Provide instruction for employability skills.
4. Provide education for job training and skills.
5. Disperse information and make appropriate referrals.
6. Provide job development and retention information.
7. Develop programs based on needs of special population.
8. Deliver health, legal, and financial information.

PROGRAM MANAGEMENT:
1. Determine the client needs and write objectives.
2. Write grants, proposals, and research the resources.
3. Design timeline for program implementation.
4. Present seminars/programs that address needs.
5. Establish, coordinate, and monitor support groups.
6. Administer follow-up activities.
7. Establish and coordinate advisory committees.
8. Develop curricula and design instruction.

EVALUATION:
1. Monitor acheivement of objectives.
2. Select/interpret evaluation instruments.
3. Integrate advisory committee recommendation.
4. Identify evaluative criteria staff/programs.
5. Coordinate on-site reviews.
6. Provide information for fiscal program audits.

FINANCIAL RESOURCES:
1. Maintain records and audits.
2. Interpret financial records and reports.
3. Advocate increased local staff and national aid.
4. Research/negotiate funding sources.
5. Analyze operating costs.
6. Adopt appropriate accounting system.

SUPPORT SERVICES:
1. Utilize institutional support services.
2. Establish community linkages.
3. Establish business/industry linkages.
4. Coordinate and negotiate with agencies.
5. Recruit and coordinate volunteer services.
6. Utilize services of advisory or other committees.

STAFF DEVELOPMENT:
1. Select, supervise, and evaluate staff and volunteers.
2. Plan and conduct in-service training activities.
3. Prepare and maintain personnel policies.
4. Conduct meetings appropriately.
5. Network with similar programs.
6. Develop cooperative decision-making skills.
7. Convey sense of positive regard for staff.

PROFESSIONAL DEVELOPMENT:
1. Demonstrate commitment to concept of equity.
2. Promote and maintain personal health.
3. Demonstrate leadership skills.
4. Maintain ethical standards.
5. Attend workshops and seminars to remain current.
6. Maintain a good sense of humor.
7. Participate in professional organizations.
8. Maintain certification requirements.